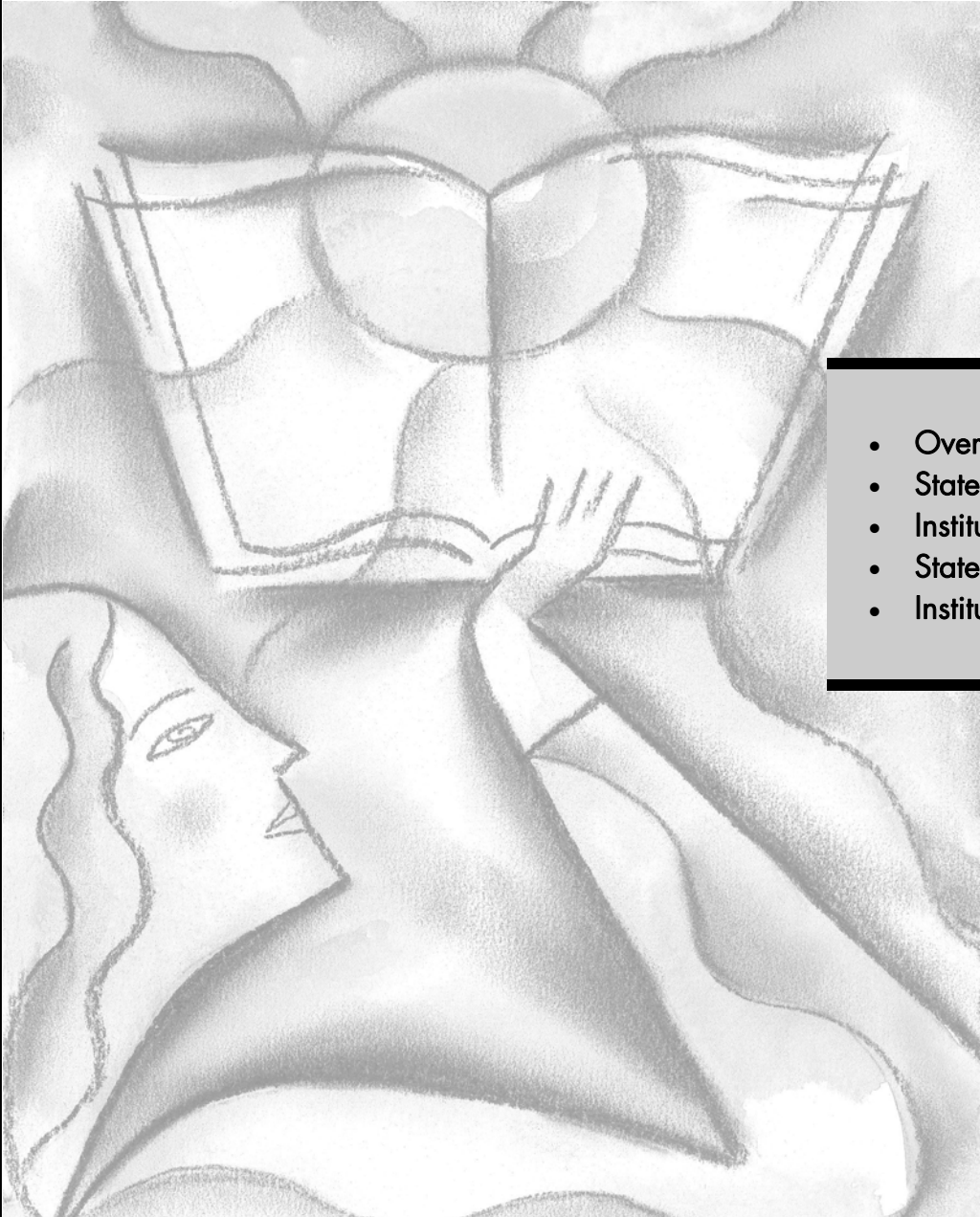


## QUESTION 4

### **Are college graduates prepared for life and work in Kentucky?**



- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

## Question 4: Are college graduates prepared for life and work in Kentucky?

When students leave Kentucky's colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. Post-secondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As the capacity to serve more students expands, additional emphasis must be placed on improving the quality of teaching and learning on campus.

Kentucky's recent participation in the National Forum on College-Level Learning's Student Learning Pilot, along with four other states, demonstrated the feasibility of administering a single, uniform assessment of the knowledge and skills that students have gained during their time in college. The Council staff plans to implement statewide all three assessments developed through this project as soon as possible: the Collegiate Learning Assessment (a value-added approach to assessing student learning developed by the Council for Aid to Education with the RAND Corporation or equivalent) at the baccalaureate level; the WorkKeys assessment (developed by ACT) at the two-year level; and data on graduate school entrance exam scores and licensure exam pass rates.

The Council continues to use the National Survey of Student Engagement (NSSE) to measure civic participation and the degree to which undergraduate students are actively engaged in their college or university at the institu-

tional level. These indicators have been expanded to cover KCTCS institutions in the inclusion of data from the Community College Survey of Student Engagement (CCSSE), which includes similar questions to NSSE.

### Question 4 - State Key Indicators

#### Performance of College Graduates on Statewide Learning Assessments

The College Learning Assessment (CLA) and WorkKeys tests directly measure the skills and knowledge students have acquired during their postsecondary education. Student performance on these tests serves as a proxy for the preparation level of Kentucky's postsecondary graduates and provides a comparison to other states.

The following results are based on 2003 data from a pilot initiative and should be interpreted with caution due to the low number of respondents and other methodological issues involved with the pilot.

#### Highlights

- Students from Kentucky's four-year public institutions scored lower than the other pilot states on both problem solving and writing assessment as part of the CLA.
- In contrast, students from KCTCS scored above the national benchmarks for all four sections of the WorkKeys assessments with particular strength in writing and reading.

**Table 4.1** Number of Percentage Points Above and Below National Benchmark

| CLA (Kentucky Public Four-Year Institutions) |                 |         | WorkKeys (KCTCS) |                     |                   |         |
|--|-----------------|---------|------------------|---------------------|-------------------|---------|
|  | Problem Solving | Writing | Reading          | Quantitative Skills | Local Information | Writing |
| Kentucky                                     | -18%            | -13%    | 15%              | 9%                  | 7%                | 104%    |
| Illinois                                     | 16%             | 2%      | 6%               | -3%                 | 5%                | 43%     |
| Nevada                                       | NA              | NA      | -13%             | -22%                | -26%              | -37%    |
| Oklahoma                                     | 3%              | 15%     | -7%              | -1%                 | 4%                | -17%    |
| South Carolina                               | 5%              | -1%     | 13%              | 4%                  | 10%               | -52%    |

Source: *Measuring Up 2004*

### **Performance of College Graduates on Licensure and Graduate School Entrance Exams**

Student performance on licensure and graduate school admissions exams is another strong indication of their readiness for life and work. Licensure exams directly measure students' employability in their chosen fields. In most cases, these measures also provide a comparison to other states.

#### **Highlights**

- Graduate school entrance exam data are not currently available at the statewide level, but the Council is working to obtain this information.
- Kentucky licensure pass rates exceed national rates in most areas.

### **Question 4 - Institutional Key Indicators**

#### **Student Engagement in the Undergraduate Learning Experience**

Utilizing the National and Community College Surveys of Student Engagement (NSSE and CCSSE), this measure captures the extent to which college students engage in effective educational practices related to high levels of learning and development. NSSE utilizes a core group of approximately 40 questions from the survey to create five scales or benchmarks of effective educational practice. These include the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The survey allows for both historical perspectives and comparative information on sector and national

norms. Kentucky's public four-year institutions are on a cycle to participate every other year, and the two-year institutions within the KCTCS system are scheduled to participate once every three years. Please refer to Table 4.3 for NSSE student engagement results by institution.

#### **Highlights**

- Systemwide, 1,544 first-year students and 1,907 seniors completed the NSSE 2005 survey.
- Compared with NSSE 2003, there was systemwide improvement in the senior experience in NSSE 2005. The changes in first-year student results from 2003 were more mixed, with some institutions reporting improvements, while others declines.
- EKU reported the highest benchmark scores for seven out of the ten NSSE scores. MuSU reported the highest marks on the other three NSSE scores, while WKU tied MuSU for high score for the extent of active and collaborative learning of first-year students.
- EKU, UofL, and WKU all reported large increases in first-year student-faculty interaction from the previous survey. EKU, MoSU, and UofL experienced significant gains in senior-faculty interaction. MuSU also reported a large increase in supportive campus environment among its seniors.
- KSU mistakenly did not participate in NSSE 2005 but will collect data in 2006 to make up for missing data. All institutions are currently scheduled to participate again in NSSE 2007.

#### **Civic Participation of Students**

The civic participation of students through volunteering and voting is another dimension of student preparedness for responsible citizenship. This indicator also uses data from NSSE, providing a national comparison. Four sepa-

**Table 4.2** Graduate School Entrance Exams and Licensure Pass Rates

| Graduate Exam or Licensure  | Pass Rate<br>Previous<br>Year | Pass Rate<br>Most Recent<br>Year | National<br>Pass Rate |
|---|-------------------------------|----------------------------------|-----------------------|
| NCLEX Pass Rates - Baccalaureate (2004-05)                            | 94%                           | 91%                              | 85%                   |
| NCLEX Pass Rates - Associate (2004-05)                                | 90%                           | 90%                              | 85%                   |
| NCLEX Pass Rates - Practical Nursing (2004-05)                        | 89%                           | 95%                              | 90%                   |
| Physical Therapist Licensing Examination (2003-04)                    | 83%                           | 67%                              | 72%                   |
| National Council for Examiners for Engineering Exam, Part I (2004-05) | 86%                           | 75%                              | 76%                   |
| Kentucky Bar Exam (2004-05)   | 69%                           | 72%                              | N/A                   |
| National Dental Board Exam, Part 2 (2004-05)*                         | 92%                           | 98%                              | 94%                   |
| North American Pharmacist Licensure Examination (2003-04)*            | 100%                          | 100%                             | N/A                   |
| US Medical Licensure Exam, Part 2 (2003-04)*                          | 95%                           | 94%                              | 92%                   |
| American Registry of Radiologic Technicians (2003-04)*                | 85%                           | 91%                              | 89%                   |
| National Board for Respiratory Care Exam (2003-04)                    | 81%                           | 91%                              | 74%                   |

\* Includes students from Kentucky's four-year public institutions only.

Note: GRE, GMAT, LSAT, and MCAT data is not available; these exams do not have pass rates

Source: CPE Comprehensive Database, State and National Certification Boards

**Table 4.3** Student Engagement in the Undergraduate Experience (Continues on page 57)

FY= First-Year Student SR= Senior Student

| NSSE Benchmarks of Effective Educational Practice | 2001 |    | 2003 |    | 2005 |    | Change from 2003 |    | NSSE 2005 Sector |    | NSSE 2005 |    |
|---|------|----|------|----|------|----|------------------|----|------------------|----|-----------|----|
|   | FY   | SR | FY   | SR | FY   | SR | FY               | SR | FY               | SR | FY        | SR |
| Eastern Kentucky University                       |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 50   | 56 | 50   | 55 | 52   | 56 | 2                | 1  | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 36   | 49 | 39   | 51 | 40   | 54 | 1                | 3  | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 35   | 51 | 39   | 49 | 45   | 54 | 6                | 5  | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 30   | 48 |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 57   | 57 | 59   | 56 | 57   | 59 | -2               | 3  | 60               | 58 | 60        | 58 |
| Kentucky State University*                        |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 54   | 53 | 51   | 52 |      |    |                  |    | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 47   | 52 | 40   | 50 |      |    |                  |    | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 39   | 48 | 40   | 47 |      |    |                  |    | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 | 55   | 54 | 46   | 46 |      |    |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 58   | 58 | 53   | 53 |      |    |                  |    | 60               | 58 | 60        | 58 |
| Morehead State University                         |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 54   | 55 | 52   | 55 | 50   | 54 | -2               | -1 | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 42   | 53 | 39   | 50 | 41   | 53 | 2                | 3  | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 43   | 49 | 39   | 47 | 41   | 52 | 2                | 5  | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 22   | 36 |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 62   | 57 | 56   | 55 | 58   | 58 | 2                | 3  | 60               | 58 | 60        | 58 |
| Murray State University                           |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 46   | 54 | 51   | 55 | 50   | 54 | -1               | -1 | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 36   | 46 | 42   | 49 | 42   | 52 | 0                | 3  | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 35   | 45 | 40   | 50 | 42   | 53 | 2                | 3  | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 26   | 41 |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 59   | 55 | 62   | 61 | 60   | 66 | -2               | 5  | 60               | 58 | 60        | 58 |

\*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.

Source: National Survey of Student Engagement (NSSE)

CONTINUED ON PAGE 57

rate questions from NSSE are used to assess the overall civic participation of students.

The first question, highlighted in Table 4.4 on page 58, reports the percent of first-year and senior students at Kentucky four-year public institutions who spent one or more hours per week doing volunteer work.

### Highlights

- Systemwide, 34 percent of first-year students and 43 percent of seniors reported spending one hour or more doing volunteer work. This is up slightly for both classes from NSSE 2003.
- Among Kentucky public institutions, NKU reported the largest percent of first-year students spending one or more hours doing volunteer work at 39 percent, and Morehead the largest percent of seniors at 51 percent.
- Morehead also reported the largest increase for sen-

iors, improving by 11 percentage points from 2003. For first-year students, WKU reported the largest increase, improving five percentage points from NSSE 2003.

Another civic engagement indicator is the percent of students who reported participation in a community-based project as part of a regular course during the school year. Institution data are highlighted in Table 4.5 on page 58.

### Highlights

- Systemwide, 31 percent of first-year students and 47 percent of seniors reported participating in a community-based project as a part of a regular course in 2005. These opportunities often are referred to as service learning activities. This was an increase for both first-year students and seniors from NSSE 2003.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 35 percent. ECU reported the largest percent of seniors at

**Table 4.3** Student Engagement in the Undergraduate Experience (Continued from page 56)  
FY= First-Year Student SR= Senior Student

| NSSE Benchmarks of Effective Educational Practice | 2001 |    | 2003 |    | 2005 |    | Change from 2003 |    | NSSE 2005 Sector |    | NSSE 2005 |    |
|---|------|----|------|----|------|----|------------------|----|------------------|----|-----------|----|
|   | FY   | SR | FY   | SR | FY   | SR | FY               | SR | FY               | SR | FY        | SR |
| Northern Kentucky University                      |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 48   | 55 | 50   | 53 | 48   | 54 | -2               | 1  | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 35   | 49 | 38   | 47 | 40   | 49 | 2                | 2  | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 37   | 39 | 38   | 44 | 40   | 45 | 2                | 1  | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 25   | 35 |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 57   | 51 | 63   | 55 | 57   | 56 | -6               | 1  | 60               | 58 | 60        | 58 |
| Western Kentucky University                       |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 46   | 51 | 48   | 53 | 48   | 53 | 0                | 0  | 52               | 56 | 53        | 57 |
| Active and Collaborative Learning                 | 39   | 46 | 37   | 48 | 42   | 51 | 5                | 3  | 43               | 52 | 42        | 52 |
| Student-Faculty Interaction                       | 34   | 43 | 34   | 45 | 41   | 48 | 7                | 3  | 40               | 48 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 26   | 40 |                  |    | 27               | 40 | 28        | 42 |
| Supportive Campus Environment                     | 58   | 53 | 56   | 54 | 57   | 55 | 1                | 1  | 60               | 58 | 60        | 58 |
| University of Kentucky                            |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 52   | 53 | 52   | 55 | 49   | 55 | -3               | 0  | 51               | 55 | 53        | 57 |
| Active and Collaborative Learning                 | 36   | 45 | 35   | 46 | 34   | 47 | -1               | 1  | 39               | 48 | 42        | 52 |
| Student-Faculty Interaction                       | 35   | 42 | 36   | 44 | 34   | 46 | -2               | 2  | 36               | 44 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 23   | 40 |                  |    | 28               | 41 | 28        | 42 |
| Supportive Campus Environment                     | 53   | 48 | 59   | 54 | 53   | 55 | -6               | 1  | 57               | 53 | 60        | 58 |
| University of Louisville                          |      |    |      |    |      |    |                  |    |                  |    |           |    |
| Level of Academic Challenge                       | 46   | 52 | 48   | 54 | 47   | 55 | -1               | 1  | 51               | 55 | 53        | 57 |
| Active and Collaborative Learning                 | 37   | 45 | 35   | 44 | 37   | 45 | 2                | 1  | 39               | 48 | 42        | 52 |
| Student-Faculty Interaction                       | 34   | 40 | 32   | 40 | 39   | 45 | 7                | 5  | 36               | 44 | 40        | 49 |
| Enriching Educational Experiences                 |      |    |      |    | 26   | 36 |                  |    | 28               | 41 | 28        | 42 |
| Supportive Campus Environment                     | 54   | 47 | 54   | 51 | 54   | 52 | 0                | 1  | 57               | 53 | 60        | 58 |

Notes: Sector average for comprehensives is the NSSE Master's category and for UK and U of L, it is the NSSE research extensive category.

Source: National Survey of Student Engagement (NSSE)

- 62 percent, followed by Murray at 55 percent.
- NKU reported the largest increase for first-year students, improving by 16 percentage points from 2003, followed by WKU's increase of 14 percentage points. For seniors, Morehead, Murray, and UofL all reported 15 percentage point gains from NSSE 2003.

Another civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to voting in local, state, or national elections. Institution data are highlighted in Table 4.6 on page 59.

#### Highlights

- Systemwide, 46 percent of first-year students and 39 percent of seniors reported that their college experience substantially enhanced their knowledge, skills, and personal development in terms contributing to voting in local, state, and national elections. This was a dramatic increase from NSSE 2003 that paralleled

increases in the national average as a result of the 2004 elections.

- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 52 percent, followed by NKU at 48 percent. WKU also reported the largest percent of seniors at 45 percent.

The final civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community. Institution data are highlighted in Table 4.7 on page 59.

#### Highlights

- Systemwide, 38 percent of first-year students and 42 percent of seniors reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community. This was an increase for both first-year students and seniors over their NSSE

**Table 4.4** Percent of College Students Who Reported Spending One Hour or More Per Week Doing Volunteer Work

| Institution | 2001       |        | 2003       |        | 2005       |        | Change from 2003 |        |
|-------------|------------|--------|------------|--------|------------|--------|------------------|--------|
|             | First-year | Senior | First-year | Senior | First-year | Senior | First-year       | Senior |
| EKU         | 44%        | 52%    | 32%        | 40%    | 25%        | 44%    | -7%              | 4%     |
| KSU*        | 56%        | 72%    | 36%        | 44%    | N/A        | N/A    | N/A              | N/A    |
| MoSU        | 46%        | 50%    | 26%        | 40%    | 26%        | 51%    | 0%               | 11%    |
| MuSU        | 49%        | 52%    | 43%        | 39%    | 36%        | 44%    | -7%              | 5%     |
| NKU         | 36%        | 43%    | 36%        | 42%    | 39%        | 40%    | 3%               | -2%    |
| WKU         | 48%        | 48%    | 30%        | 41%    | 35%        | 44%    | 5%               | 3%     |
| UK          | 48%        | 48%    | 29%        | 39%    | 28%        | 43%    | -1%              | 4%     |
| UofL        | 39%        | 45%    | 32%        | 39%    | 32%        | 40%    | 0%               | 1%     |
| KY System   | 45%        | 49%    | 33%        | 40%    | 34%        | 43%    | 1%               | 3%     |

\*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.  
 Note: National average data are not available since this is a question only asked by the Kentucky consortium.  
 Source: National Survey of Student Engagement (NSSE)

**Table 4.5** Percent of Students Who Participated in a Community-Based Project as Part of a Regular Course (Percent of Students Who Responded "Very Often," "Often," or "Sometimes" )

| Institution      | 2001       |        | 2003       |        | 2005       |        | Change From 2003 |        |
|------------------|------------|--------|------------|--------|------------|--------|------------------|--------|
|                  | First-year | Senior | First-year | Senior | First-year | Senior | First-year       | Senior |
| EKU              | 18%        | 42%    | 28%        | 48%    | 29%        | 62%    | 1%               | 14%    |
| KSU*             | 42%        | 40%    | 49%        | 38%    | N/A        | N/A    | N/A              | N/A    |
| MoSU             | 26%        | 44%    | 24%        | 35%    | 30%        | 50%    | 6%               | 15%    |
| MuSU             | 19%        | 30%    | 30%        | 40%    | 31%        | 55%    | 1%               | 15%    |
| NKU              | 17%        | 32%    | 14%        | 33%    | 30%        | 41%    | 16%              | 8%     |
| WKU              | 25%        | 37%    | 21%        | 43%    | 35%        | 50%    | 14%              | 7%     |
| UK               | 16%        | 33%    | 15%        | 35%    | 24%        | 38%    | 9%               | 3%     |
| UofL             | 24%        | 38%    | 25%        | 23%    | 23%        | 38%    | -2%              | 15%    |
| KY System        | 22%        | 37%    | 23%        | 37%    | 31%        | 47%    | 8%               | 10%    |
| National Average | 27%        | 41%    | 34%        | 44%    | 38%        | 50%    | 4%               | 6%     |

\*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.  
 Source: National Survey of Student Engagement (NSSE)

**Table 4.6** College Experience Contributed to Knowledge, Skills and Personal Development in Contributing to Voting in Local, State, and National Elections (Percent of Students Who Responded "Very Much" or "Quite a Bit")

| Institution      | 2001       |        | 2003       |        | 2005       |        | Change From 2003 |        |
|------------------|------------|--------|------------|--------|------------|--------|------------------|--------|
|                  | First-year | Senior | First-year | Senior | First-year | Senior | First-year       | Senior |
| EKU              | 29%        | 33%    | 23%        | 17%    | 38%        | 36%    | 15%              | 19%    |
| KSU*             | 39%        | 39%    | 29%        | 32%    | -          | -      | -                | -      |
| MoSU             | 38%        | 33%    | 18%        | 23%    | 41%        | 43%    | 23%              | 20%    |
| MuSU             | 27%        | 32%    | 28%        | 23%    | 36%        | 42%    | 8%               | 19%    |
| NKU              | 21%        | 26%    | 23%        | 16%    | 48%        | 34%    | 25%              | 18%    |
| WKU              | 30%        | 20%    | 20%        | 24%    | 52%        | 45%    | 32%              | 21%    |
| UK               | 18%        | 22%    | 16%        | 22%    | 39%        | 33%    | 23%              | 11%    |
| UofL             | 25%        | 29%    | 17%        | 14%    | 43%        | 26%    | 26%              | 12%    |
| KY System        | 27%        | 27%    | 21%        | 21%    | 46%        | 39%    | 25%              | 18%    |
| National Average | 26%        | 25%    | 23%        | 23%    | 49%        | 41%    | 26%              | 18%    |

\*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.  
Source: National Survey of Student Engagement (NSSE)

**Table 4.7** College Experience Contributed to Knowledge, Skills, and Personal Development in Contributing to the Welfare of Their Community (Percent of Students Who Responded "Very Much" or "Quite a Bit")

| Institution      | 2001       |        | 2003       |        | 2005       |        | Change From 2003 |        |
|------------------|------------|--------|------------|--------|------------|--------|------------------|--------|
|                  | First-year | Senior | First-year | Senior | First-year | Senior | First-year       | Senior |
| EKU              | 26%        | 46%    | 35%        | 35%    | 35%        | 44%    | 0%               | 9%     |
| KSU*             | 27%        | 56%    | 28%        | 41%    | -          | -      | -                | -      |
| MoSU             | 31%        | 43%    | 34%        | 37%    | 35%        | 43%    | 1%               | 6%     |
| MuSU             | 30%        | 37%    | 41%        | 39%    | 36%        | 57%    | -5%              | 18%    |
| NKU              | 19%        | 26%    | 30%        | 29%    | 40%        | 36%    | 10%              | 7%     |
| WKU              | 24%        | 39%    | 33%        | 36%    | 42%        | 44%    | 9%               | 8%     |
| UK               | 20%        | 33%    | 27%        | 32%    | 25%        | 42%    | -2%              | 10%    |
| UofL             | 26%        | 33%    | 27%        | 27%    | 32%        | 36%    | 5%               | 9%     |
| KY System        | 25%        | 37%    | 32%        | 34%    | 38%        | 42%    | 6%               | 8%     |
| National Average | 33%        | 40%    | 41%        | 44%    | 46%        | 48%    | 5%               | 4%     |

\*KSU did not participate in NSSE 2005 but data will be collected in 2006. All institutions are currently scheduled to participate again in NSSE 2007.  
Source: National Survey of Student Engagement (NSSE)

2003 results.

- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 42 percent, followed by NKU at 40 percent. MuSU reported the largest percent of seniors at 57 percent, followed by EKV and WKU at 44 percent.
- NKU first-year students reported the largest improvement with a 10 percentage point increase, while seniors at MuSU reported an 18 percentage point increase in this area.

#### Question 4 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 4 during 2005-06.

##### **The Council will:**

- Continue participation in the college-level learning component of *Measuring Up* and will update the information with new data. Kentucky participated in two rounds of pilot projects (in 2002 and again in 2004) to develop a successful methodology for assigning a standardized grade to college graduate learning. *Progress measured by publication of Kentucky's learning grade in the 2006 edition of Measuring Up.*
- Four-year universities have three years of student engagement data from the leading standardized survey, the National Survey of Student Engagement (NSSE). Several Kentucky institutions utilize their NSSE results in accreditation and quality enhancement plans, which enriches campuswide discussions of teaching and learning. A statewide workshop being planned for May 2006 will focus on maximizing the use of student engagement results for institutional improvement. The Council's new associate vice president for planning and performance spent the last seven years launching the NSSE project and will serve as a statewide and institutional consultant. *Progress measured by widespread participation of campus leaders, increases in first-year retention rates, and improved student engagement survey results in spring 2007.*
- Via KYVU, educate students for new economy jobs using new economy methods. *Progress measured by increased number of KYVU academic provider graduates who utilize the KYVU PD offerings, the KY Virtual eLearning portal's access to KYVL while not enrolled in a baccalaureate program, and the KY ePortfolio; increased number of*

*courses requiring proficiency levels in information literacy skills (e.g., successful completion of KYVL research tutorial); increased number of courses requiring use of software or hardware utilized in target careers; and increased number of courses requiring civic engagement or simulations/role-playing in Kentucky-based situations.*

#### Question 4 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 4 of the Public Agenda.

##### **Eastern Kentucky University will:**

- Implement strategies to improve leadership and student involvement, such as the LINKED program (Leaders involved in Influencing Knowledge, Education, and Development), a student involvement and leadership program for residential first-year students; the co-op program; internships; and leadership seminars. *Progress measured by increased number of strategies implemented and increased number of students involved.*
- Implement strategies to improve students' civic engagement and service learning opportunities, such as the American Democracy Project; the creation of learning communities for faculty to focus on integrating civic engagement in teaching, research, and service; and the American Jury Project. *Progress measured by increased number of strategies implemented and increased number of students involved.*
- Enhance the accessibility of professional degree/certification programs that prepare students in areas such as education, health, safety, and business in EKV's service area by offering more baccalaureate degree programs at extended campus sites and assigning full-time faculty to those sites. *Progress measured by increased number of programs offered at extended campus sites and increased number of faculty assigned to extended campus sites.*

##### **Kentucky State University will:**

- Increase emphasis on the already successful career placement office to fulfill the university's objective of securing meaningful employment for graduates. *Progress measured by increased number of students*



*served and increased number of graduates securing employment.*

- Involve KSU students in university activities that provide meaningful opportunities for practical application of student coursework through activities such as service learning and internships.

*Progress measured by increased percent of students participating in service learning and internships.*

- Expand current service learning and community service opportunities so they become a more significant component of student performance.

*Progress measured by increased percent of courses incorporating service learning and community service opportunities for students.*

#### **Morehead State University will:**

- Enhance academic programs by utilizing outcome assessments and measures of in-state career placement.

*Progress measured by increased performance on outcome assessments and in-state career placement measures.*

- Increase service learning, cooperative education, and internships to provide experiences relevant to the needs of the Commonwealth.

*Progress measured by increased participation and number of experiences.*

- Expand access to state-of-the-art technology that can enhance student learning throughout the academic curriculum.

*Progress measured by completion of an assessment of the impact of technology on student learning.*

- Provide students a wide array of civic and service learning opportunities throughout the region served.

*Progress measured by increased number of students who participate in civic and service learning opportunities.*

- Maintain the highest level of accreditation or certification appropriate for each academic program.

*Progress measured by the monitoring of accreditation or certification of academic programs.*

#### **Murray State University will:**

- Place more emphasis on accountability through assessment by implementing a comprehensive Student-Learning Outcomes Assessment program and goals-based strategic planning process; establishing an office of planning and assessment; creating a faculty

committee to supervise the development of assessment plans and action in each major; devising an assessment plan, including faculty development, processes, and procedures for assessment; and planning and executing workshops to strengthen faculty and staff expertise in assessment.

*Progress measured by increased number of accountability measures implemented and increased number of workshops given.*

- Create greater awareness and emphasis upon the characteristics of the Murray State University graduate.

*Progress measured by the establishment of an assessment plan for the characteristics of the Murray State University graduate.*

- Collaborate with faculty, staff, and administration to establish institutional goals, action steps, and indicators of success for 2005-06.

*Progress measured by the documentation of goals, action steps, and indicators.*

- Review and revise the general education curriculum to better serve our students and prepare them to be productive and engaged citizens through a collaborative effort between a broad-based commission on general education that includes members of the K-12 community and alumni.

*Progress measured by revisions to the curriculum and completion of an assessment to determine how the general education curriculum is better serving and preparing students to be more engaged citizens.*

#### **Northern Kentucky University will:**

- Provide students with opportunities to apply their classroom learning to the real world through active involvement in basic and applied research.

*Progress measured by increased number of students participating in the Celebration of Student Research (at least 350); increased number of students receiving research grants (at least 40); and increased financial support for grants to students (to \$52,000).*

- Provide students with opportunities to apply their classroom learning to the real world through courses that incorporate service learning.

*Progress measured by development of an infrastructure for supporting service learning by creating a new staff position, director of service learning; the addition of at least two workshops to help faculty better understand the advantages of service learning, as well as the nuts and bolts of implementing it.*

- Provide students with opportunities to apply their classroom learning to the real world through internship and co-op experiences.  
*Progress measured by 5 percent more co-op placements available to and filled by NKU students and the development of a method for tracking internship placements at a universitywide level.*
- Encourage student participation in co-curricular clubs and organizations that enhance student development and develop leadership skills.  
*Progress measured by increased number of students involved in student organizations (at least 200 more).*

### **Western Kentucky University will:**

- Increase student involvement in service learning, volunteerism, study abroad, problem solving/applied research projects, civic engagement, and other initiatives that enhance student learning, contribute to the development of social responsibility and citizenship, and develop students' breadth, confidence, and competitiveness in the workplace.  
*Progress measured by increasing on-campus, project-based internships by 75 percent; involving an average of 830 students per year in the Dynamic Leadership Institute; increasing the number of students enrolled in the Leadership Studies Certificate program by 40 percent and 30 percent in 2006 and 2007, respectively; increasing student, faculty, and staff volunteer experiences by 15 percent each year through the A.L.I.V.E. Center, the Student Volunteer Bureau, and other recognized campus programs; providing at least 25 new programs concerning diversity understanding, awareness, and appreciation; and increasing National Survey of Student Engagement (NSSE) scores for WKU seniors on the measures relating to service learning and engagement.*
- Strengthen the global dimension of the curriculum and students' educational experiences through increasing the international presence of faculty and students, increasing international study opportunities, and expanding interaction among domestic and international students on campus.  
*Progress measured by increase of 20 percent in the number of international students over three years.*
- Utilize the academic program review process to ensure academic program quality throughout the curriculum, including core arts and humanities areas essential to enhancing quality of life.  
*Progress measured by the completion of an academic program review of all academic majors over a six-year cycle.*

### **University of Kentucky will:**

- Create and sustain mission-driven, high-quality academic programs that are relevant to Kentucky's workforce needs and ensure individual program and institutional accreditation. To promote continuous improvement, UK has implemented a Quality Enhancement Plan (QEP) funding program. This recurring source of funding for student learning assessment and improvement promotes an ongoing, systematic approach to quality enhancement, supporting improvement initiatives identified as a result of program review. In 2005-06, UK has seven QEP projects underway.  
*Progress measured by the documentation of the successful completion of external accreditation reviews, as well as institutional program reviews and related QEPs that provide evidence of improved student learning.*
- Advance curricular reform and innovation in the university's general education program, the Honors Program, the Writing Program, and across all baccalaureate programs. UK's academic programs maintain and improve quality through ongoing, systematic program review and related QEP projects. In 2004-05, the University Studies Program (general education at UK) completed a self-study and review by an external committee. The review was extended into 2005-06 to engage the entire campus in responding to and refining the initial recommendations of the USP self-study and review committee with the goal of achieving significant reform of UK's general education program. The current timeline calls for the reform initiative to be completed in 2006-07.  
*Progress measured by the successful implementation of the USP reform project and others of significance at the undergraduate level and documentation of improved student learning.*
- Create and sustain living-learning communities for first-year students that offer opportunities for residence-based education emphasizing inquiry-based learning, multifaceted student-faculty interactions in and out of class, community building and community service, and experiential learning. UK has developed living-learning communities to respond to students' perceptions that the campus climate is too big, impersonal, and uncaring. Living-learning communities help establish a small school atmosphere within the broader context of a large research university. For the 2006-07 academic year, UK plans to introduce living-learning communities on the themes of women and

men in the 21st century and sustainability. The assessment component will include both the gathering of quantitative data through survey research and qualitative measures gleaned from focus groups.  
*Progress measured by the tracking of fall 2005 participants (N=110) on measures of student satisfaction, academic achievement, and retention, as well as the time to graduation.*

- Further internationalize the educational experience through curriculum development and scholarships for study abroad, international research and service activities, and international student recruitment to ensure success in a global society and workforce.  
*Progress measured by increased study abroad experiences, international student enrollment, and the implementation of the international studies degree program.*

#### **University of Louisville will:**

- Improve the quality of student learning by revamping the summer orientation program to promote student awareness of the full range of activities offered on campus (academic and cultural experiences, intramural sports, Greek life, and more than 200 recognized organizations); align summer orientation programs with the university's freshman invitation event and academic orientation during the fall semester; extend into the Louisville Metro community to encourage student engagement and civic involvement; maintain e-mail contact with entering freshmen through the Blackboard course management system; and provide continuing support for new student initiation to the campus community.  
*Progress measured by increased participation in campus organizations and community activities.*
- Offer advising and initiation activities for entering students by including academic orientation courses and programs that acquaint students with the university's identity as a place of instruction and research; creating the position of director of university advising practice to work with the undergraduate units to develop consistent practices; creating two councils to assist with communication and consistent advising practice among the undergraduate units: (1) the Advising Center Directors' Council to consist of the director or assistant dean of advising/student services of each undergraduate unit and (2) the University-Wide Advisors' Council (UWAC), to consist of advisors representing six of the undergraduate units; establishing a university advising mission and vision for each unit; developing student learning outcomes for academic advising for freshmen through seniors; developing

online modules for all first-year students to enable them to learn about technology, academic information, social and personal development, general education, academic resources, and faculty expectations; and making a master advisor certification program available for academic advisors.

*Progress measured by increased number of advising and initiation activities for entering freshmen; the hiring of a qualified director of university advising practice; the creation of two councils; the creation of an advising mission and vision for each unit; the creation of student learning outcomes; increased number of online modules developed; and the creation of a master advisor certification program.*

- Increase research opportunities for undergraduate students.  
*Progress measured by increased number of undergraduate students involved in research and/or creative activity in collaboration with faculty at the current rate.*

#### **Kentucky Community and Technical College System will:**

- Establish systemwide and college-specific performance measures and targets as part of the KCTCS 2006-10 strategic plan. These measures will increase system and college accountability for the performance of demographic and geographic student subgroups.  
*Progress measured by regular progress reports issued to the Board of Regents and the President's Leadership Team on each performance target.*
- Implement systemwide administration of the Community College Survey of Student Engagement.  
*Progress measured by increased student engagement.*
- Track student preparation by comparing transfer student success with native student success.  
*Progress measured by improved end-of-course employability and technical competencies and more performance information on students transferring to four-year institutions.*
- Participate in the Kentucky Campus Compact (KyCC) along with the four-year institutions.  
*Progress measured by the development of a credit course on civic engagement and a leadership program for KCTCS students and the creation of systemwide workgroups through the chancellor's office.*

***Kentucky's nonprofit, independent colleges and universities will:***

- Prepare students for life and work by emphasizing internships and career placement in the context of the traditional liberal arts education. Sector-wide initiatives include a shared job and internship fair and greater promotion of internship opportunities.  
*Progress measured by increased number of and participation in internships and career placement services.*
- Emphasize foreign languages, study abroad, and international education to prepare students for an increasingly global economy. Campus-specific and sector-wide collaborative programs include an international faculty development trip and shared international student recruitment.  
*Progress measured by increased number of and participation in study abroad and international education programs; increased international enrollment.*